

WRITING

The Writing portion of the CAHSEE has three strands: Writing Strategies, Writing Conventions, and Writing Applications. A description of the Writing Strategies and Writing Conventions Strands follows. The released passages and test questions for the Writing portion of the CAHSEE follow the strand descriptions. The description of the Writing Applications strand and the released writing tasks begin on page 99 of this document.

The Writing Strategies Strand

The following five California English-language arts content academic standards from the Writing Strategies strand are assessed on the CAHSEE by 12 test questions and are represented in this booklet by 22 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

WRITING (GRADES NINE AND TEN)	
Standard Set 1.0	Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
10WS1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
10WS1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
10WS1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
10WS1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
10WS1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

The Writing Conventions Strand

The following three California English-language arts academic content standards from the Writing Conventions strand are assessed on the CAHSEE by 15 test questions and are represented in this booklet by 33 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

WRITING (GRADES NINE AND TEN)	
Standard Set 1.0	Written and Oral English Language Conventions:
10WC1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
10WC1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
10WC1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, or organization. Read the passage and answer questions 112 through 115.

ROUGH DRAFT

Amelia Earhart: An Aviation Pioneer

(1) Earhart began her flying career soon after airplanes were first invented. (2) As a child, she was fascinated by the idea of being a pilot. (3) At the age of 23, she took flying lessons from Neta Snook, one of very few women pilots at the time. (4) In 1921 Earhart bought her own airplane. (5) And she used it to set the first of many aviation records. (6) She flew up to 14,000 feet, setting the women's altitude record.

(7) In 1928 Earhart was the first woman to cross the Atlantic by air. (8) The trip took about 21 hours. (9) She published a book about her experiences and followed it with a lecture tour. (10) A few years later, in 1932, she piloted a plane from Newfoundland to Northern Ireland, making her the first woman to fly across the Atlantic alone. (11) Then she went on to do many other things in aviation. (12) In fact, Earhart became an important pioneer in the world of aviation.

(13) In June of 1937 Earhart and her navigator Frederick Noonan left Miami, Florida, in an attempt to fly around the world. (14) The pair made it to New Guinea on June 30. (15) Earhart and Noonan had traveled a distance of 20,000 miles across the Pacific Ocean before their plane was lost. (16) Amelia Earhart, one of the most renowned aviators in history, dared to attempt the most hazardous flights of her time. (17) In her own words, she summed up her philosophy: "Courage is the price that life exacts for granting peace with yourself."

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Writing

112. Which sentence would BEST begin the essay?

- A This paper is about Amelia Earhart, a famous pilot.
- B Most people like to read about famous pilots.
- C There are several interesting facts about Amelia Earhart, a famous airplane pilot.
- D Amelia Earhart was one of the most famous airplane pilots of her time.

L146B001

113. What is the BEST way to combine the sentences labeled 4 and 5?

- A In 1921 Earhart bought her own plane and used it to set the first of many aviation records.
- B Buying her own plane in 1921, the first of many aviation records was set by Earhart.
- C The first of many aviation records was set in 1921 by Earhart when she bought her own plane and used it.
- D Setting the first of many aviation records in 1921, Earhart bought her own plane.

L146B002

114. Which of the following would be the MOST precise way to state the underlined words in the sentence labeled 11?

- A have several other good times
- B take some other actions
- C find other adventures
- D set other records

L146B006

115. What source is BEST for finding out what happened on Amelia Earhart's flight from Newfoundland to Northern Ireland?

- A a chapter in a history textbook
- B an encyclopedia article on Earhart
- C a book on the construction of airplanes
- D a biography of Earhart

L146B007

The following is a rough draft of an article explaining how to write an essay. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the article and answer questions 116 through 117.

Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft so that any errors in grammar and mechanics can be got rid of. (6) Steps can be taken to edit essays. (7) Relying solely on “SpellCheck” can be risky; (8) it does not catch the common errors that students make, such as confusing “your” and “you’re.” (9) If students meet all these requirements, then they will have written very effectively.

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Writing

116. Which of the following sentences, if inserted before sentence 1, would make the MOST effective opening sentence?

- A Writing an essay is easy if one uses a computer.
- B Good essays are always written in black pen.
- C Any student can write a successful essay.
- D Teachers sometimes assign difficult essays.

L0198001

117. Which is the MOST effective substitution for the underlined part of sentence 5?

- A and ridding of errors in grammar and mechanics.
- B to get rid of errors in grammar and mechanics.
- C and getting rid of errors in grammar and mechanics.
- D Leave as is.

L0198004

Writing

The following is a rough draft of an essay discussing how opposite sides of the writer's brain might influence her personality and behavior. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 118 through 119.

My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along. For anybody else to hear my music, they might think it sounds like noise. My brother, for one, always complains about it. (1)

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty good at writing essays about technical things, like explaining how things work. And I'm good at remembering things too. (2)

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!

012

Writing

118. Which of the following sentences does NOT fit well in the paragraph in which it is found?

- A** “I love to play music and I especially like to make it up as I go along.” (first paragraph)
- B** “I also like to write poetry.” (second paragraph)
- C** “I like doing math problems.” (fourth paragraph)
- D** “For example, I am really pretty good at math and other things that require me to be logical.” (third paragraph)

L0012003

119. What is the BEST way to combine the underlined sentences labeled 2?

- A** I am good at writing technical essays explaining how things work, and I also have a good memory.
- B** Writing technical essays, I am good at explaining how things work and I have a good memory.
- C** I am good at explaining how things work by writing technical essays and remembering things too.
- D** Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002

Writing

The following is a rough draft of an essay that discusses the future of the human race in light of the Earth's history. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 120 through 123.

Killer Asteroids

People tend to think that the human race will be around forever. After all, we have been here for thousands of years and, many would argue, we dominate our planet in a way that no other species ever has. However, before we get too cocky, it would be wise to review the history of the Earth. Many species before us have enjoyed great success only to fall victim to changes in climate, competing of other species, (1) or other factors beyond their control. Could the same thing happen to human beings?

Just as humans do today, dinosaurs once walked the Earth in great numbers. Then, about 65 million years ago, an asteroid about 5 to 10 miles across hit the Earth and everything changed. The asteroid produced a deadly fireball, threw huge amounts of dust into the atmosphere, and caused tidal waves, fires, and terrible storms. With their world so interestingly changed, the dinosaurs were helpless. And most (2) scientists agree that it is only a matter of time before another asteroid hits the Earth, causing similar trouble.

(3)
Of course, humans might have a better chance of survival than the dinosaurs did. We can adapt to a wide range of climates, and even underground living is something we (4) can do if we have to. We might even be able to use our technology to locate the asteroid and destroy it before it strikes the Earth. However, there is one thing about which everyone can agree. If human beings ever have to face a killer asteroid from space, it is our brains rather than our brawn that will give us a fighting chance.

062

Writing

120. Which phrase would BEST replace the underlined phrase labeled (1)?

- A competed by
- B competition from
- C compete by
- D Leave as is.

L0062001

121. To more accurately describe how the impact of the asteroid changed the dinosaurs' world, the underlined word labeled (2) should be changed to—

- A dramatically.
- B strangely.
- C mysteriously.
- D thrillingly.

L0062002

122. In order to achieve more precise meaning, the underlined word labeled (3) should be changed to—

- A danger.
- B worry.
- C destruction.
- D hassle.

L0062003

123. Which change to the underlined clause labeled (4) would make it more consistent with the first part of the sentence?

- A even underground living can be done by us if we have to.
- B even we can live underground if we have to.
- C we can even live underground if we have to.
- D Leave as is.

L0062004

Writing

The following is a rough draft of an essay that discusses the legend of the Abominable Snowman. It may contain errors in grammar, punctuation, sentence structure, and organization. Some questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 124 through 126.

The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans.

(6) Scientists who have studied the footprints, however, agree that they were most likely left by bears. (7) "Bears are quite capable of walking on their two hind legs," says zoologist Hans Miller. (8) "This also explains many supposed Yeti sightings.

(9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained." (12) Nonetheless, many people remain convinced that the Yeti is real. (13) "There has to," says Raju, a mountain guide, "be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations." (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.

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Writing

124. Which of the following words is the BEST way to express the meaning of the word *thing* in sentence 1?

- A object
- B item
- C creature
- D article

L0176001

125. Which of the following ideas is supported by details or evidence in the essay?

- A The world will never believe in the existence of the Yeti.
- B Yeti sightings cannot be explained by overactive imaginations.
- C A bear walking on its hind legs can appear to be a Yeti.
- D All mountain guides believe in the Yeti.

L0176002

126. What is the BEST way to write sentence 13?

- A “There has to be something out there,” says Raju, a mountain guide.
- B “There has to be something out there, says Raju, a mountain guide.”
- C “There has to, says Raju, a mountain guide, be something out there.”
- D Leave as is.

L0176004

The following is a rough draft of an article suggesting that water may have flowed (or does flow) on the planet Mars. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer question 127.

Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of “canals” was built on Mars by a civilization that has since disappeared. (3) The “canals” were grooves on the planet’s surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet’s surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it’s quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it’s too early to tell for sure, but maybe we Earthlings are not alone after all.

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127. What is the correct way to express the ideas in the sentence labeled 3?

- A** When the “canals” were observed by Lowell, he believed that they had been built by Martians through his telescope.
- B** The “canals” were grooves on the planet’s surface that, when observed by Lowell, appeared to have been built by Martians.
- C** Through a telescope, Martians were those who Lowell believed had built the “canals.”
- D** Leave as is.

L0155005

The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 128 through 131.

ROUGH DRAFT

Shower of Light

(1) The black sky seemed to go on forever. (2) The silence of the night was broken only by the gentle chirps of crickets and the rhythm of the cicadas. (3) Each star shimmered with a white light that seemed to sparkle like a diamond on a piece of black velvet. (4) Suddenly the darkness came alive as a meteor shot across the sky, leaving a trail that instantly vanished into the darkness. (5) Mika saw another one, then another. (6) Some of the meteor trails glowed orange or red for a moment, then went away. (7) While Mika looked at one, more would appear in a different area of the sky, and her head moved double time as she tried to make sure she didn't miss one. (8) The meteor shower continued to escalate, with a dozen or more meteors arcing across the sky at the same time. (9) Meteor showers usually appear only at certain times of the year. (10) They flew by so rapidly that she almost doubted she had seen them at all. (11) These so-called shooting stars lit up the darkness with their shower of light and then quickly disappeared, but for Mika, they made the moment memorable. (12) Mika would hold the memory of these unique showers in her mind for many years.

88C-1

Writing

128. What is the BEST way to state the action in sentence 2?

- A Only the gentle chirps of crickets and the rhythm of the cicadas broke the silence of the night.
- B Breaking the silence of the night was only the gentle chirps of crickets and the rhythm of the cicadas.
- C Broken only by the gentle chirps of crickets and the rhythm of the cicadas was the silence of the night.
- D The silence broken in the night was by only the gentle chirps of crickets and the rhythm of the cicadas.

L288C004

129. Read this sentence from the passage.

Some of the meteor trails glowed orange or red for a moment, then went away.

What is the MOST effective way to write the underlined part of the sentence?

- A and then they were really, really gone
- B then they disappeared and went away
- C and then they could not be seen any longer
- D then faded away as if they never had existed

L288C003

130. Read this sentence from the passage.

While Mika looked at one, more would appear in a different area of the sky, and her head moved double time as she tried to make sure she didn't miss one.

Which of the following revisions would improve the underlined part of the sentence?

- A repeatedly
- B rapidly
- C continuously
- D forcefully

L288C007

131. Which sentence is NOT related to the main idea of paragraph 2?

- A sentence 9
- B sentence 10
- C sentence 11
- D sentence 12

L288C002

Writing

The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 132 through 136.

ROUGH DRAFT

Appreciating the Forgotten

(1) Can you name a famous inventor? (2) Many of the world's inventors have helped improve our day-to-day lives and are well remembered: Alexander Graham Bell for the telephone, Benjamin Franklin for bifocals, and Thomas Alva Edison for the lightbulb.

(3) However, many other inventors' names have been forgotten despite their remarkable accomplishments.

(4) For example, who was Ezra J. Warner? (5) Back in 1858, he was the first person to patent a can opener. (6) Although it was effective, it was also dangerous to use and didn't make it into households until 1870, when William Lyman introduced a model that was just as effective but much safer.

(7) Susan Hibbard's invention didn't transform the world, but it did make a difference for other women inventors. (8) She took old turkey feathers and bound them together to make the first feather duster. (9) When she went to get the patent for it in 1876, however, she had to battle in court to prove it was her idea. (10) Under federal law, patent cases can only be heard in federal courts. (11) Eventually, Hibbard won the patent for her invention. (12) Soon afterward, women were gaining confidence in their ideas and feeling happy about their right to patent them.

(13) Alice H. Parker patented a furnace that could heat individual rooms of a building at different temperatures. (14) Both energy and money were saved by Parker's furnace, since the invention allowed people to heat only the rooms needed at a given time.

(15) These inventors, their creations certainly have improved the lives of many people, may not have received worldwide fame for their achievements.

59C-1

Writing

132. Which sentence would BEST begin paragraph 1?

- A An invention is made when an inventor discovers how to solve a problem.
- B Many inventions have proven to be unnecessary and sometimes dangerous.
- C Inventors have created many amazing devices throughout history.
- D There have been a lot of inventions that have helped people.

L259C002

133. Which sentence is NOT related to the purpose of the third paragraph?

- A sentence 8
- B sentence 9
- C sentence 10
- D sentence 11

L259C001

134. Which is the BEST way to revise the sentence labeled 12?

- A Women were soon being granted more patents because of their confidence in their ideas.
- B Gaining confidence in their ideas and their right to patent were other women of the day.
- C Soon, women were gaining confidence in their ideas and confidence in their right to patent them.
- D Her fight helped other women gain confidence in their ideas and their right to patent them.

L259C007

135. Read the sentence from the passage.

Both energy and money were saved by Parker's furnace, since the invention allowed people to heat only the rooms needed at a given time.

What is the BEST way to state the information in the underlined part of the sentence?

- A Parker's furnace saved both energy and money,
- B Saving both energy and money was Parker's furnace,
- C Saved by Parker's furnace were both energy and money,
- D Both energy and money have been saved by Parker's furnace,

L259C004

136. Which is the BEST way to revise the sentence labeled 15?

- A Not having received worldwide fame for their achievements, these inventors' creations certainly have improved the lives of many people.
- B For their achievements, these inventors may not have received worldwide fame, but their creations certainly improving the lives of many people.
- C These inventors may not have received worldwide fame for their achievements, but their creations certainly have improved the lives of many people.
- D These inventors may not have received worldwide fame, but their creations certainly have improved the lives of many people, for their achievements.

L259C010